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ABSTRACT

To determine if cooperative planning between the library media specialist (LMS) and the classroom teacher affects the integration of information access skills into the curriculum, classroom teachers in grades 1 through 5 were surveyed in 10 randomly selected schools in Cobb County (Georgia). Of the 183 teachers surveyed, 131 returned questionnaires, a response rate of 72 percent. Classroom teachers (60.3 percent) stated that the LMS influenced their teaching of information access skills by providing resources either through classroom visitations or in planning sessions. Classroom teachers reported that topics of instruction during cooperative planning were discussion of useful materials and the examination of materials. Through cooperative planning, teachers stated, the introduction of information sources by the LMS helped them teach information access skills. Discussing and previewing resource materials and defining objectives appeared to be the primary areas of school LMS influence. Eleven tables present study data, and appendixes contain the cover letter and the 16-item survey questionnaire. (Contains 16 references.) (SLD)

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COOPERATIVE PLANNING AND INFORMATION ACCESS SKILLS

by

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Presented in Partial Fulfillment of Requirements
for the Degree of Specialist in Education in
Library Media Technology in the Department
of Curriculum and Instruction
in the College of Education
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ABSTRACT

COOPERATIVE PLANNING AND INFORMATION

ACCESS SKILLS

BY

MARILYN T. LOWE

Purpose

The purpose of this study was to determine if cooperative planning between the library media specialist and the classroom teacher affects the integration of information access skills into the curriculum.

Methods and Procedures

Classroom teachers in grades one through five, representing a total population of 183 teachers, were surveyed in ten randomly selected schools in Cobb County, Georgia. A questionnaire of sixteen questions prompted answers to teacher practices related to cooperative planning with the library media specialist and the influence of cooperative planning on information access skills. Answers were tabulated by frequency and percentages.

Results

Of the 183 classroom teachers surveyed, 131 returned questionnaires for a response rate of 72%. Classroom teachers (60.3%) stated the library media specialist (LMS) influenced their teaching of information access skills (IAS) by providing resources either through classroom visitations or in

planning sessions. Classroom teachers reported topics of importance during cooperative planning were discussion of useful materials and the examination of materials. Through cooperative planning, teachers (68.7) stated the LMS's introduction of information sources helped them teach IAS.

Conclusions

Elementary classroom teachers see the library media specialist influencing their teaching of information access skills through cooperative planning. During cooperative planning sessions, discussing and previewing resource materials and defining objectives appeared to be the primary areas of school library media specialist influence.

TABLE OF CONTENTS

		Page
ABSTRACT		ii
LIST OF TABLES		vi
CHAPTER		
1	Overview	2
	Statement of the Problem	4
	Significance of the Study	5
	Assumptions	6
	Delimitations	6
	Definition of Terms	6
2	Review of the Literature	7
	Library Media Skills and Information Access Skills	7
	Integrating IAS into the Curriculum	16
	Cooperative Planning	20
	Summary	24
3	Methodology and Procedures	26
	Population	26
	Instrumentation	26
	Data Collection	27
	Data Analysis	28

4	Results	29
5	Findings and Conclusions	39
	Discussion	40
	Applications	43
REFERENCES		44
APPENDICES		
	Appendix A (Cover Letter)	48
	Appendix B (Questionnaire)	50

LIST OF TABLES

TABLE		Page
1	Teacher Responses to Survey Questionnaire	29
2	How Often Teachers Plan with the LMS	30
3	Topics of Importance During a Planning Session	31
4	LMS Communication with Teachers	32
5	Reasons the LMS Visits the Classroom	33
6	Planning Requirements	34
7	How Does the LMS Influence Your Teaching of IAS?	35
8	Planning with the LMS	36
9	When Students Have a Research Project	37
10	When Students Are in the Media Center	38
11	Total Number of Teaching Years	38

CHAPTER ONE

Overview

It has been said that the 1990's is the information decade. Information is doubling every seven years. "The greatest challenge facing educators today is to make education relevant to students' needs both for today and for the future." (Estes, 1989, p. 8) Estes' research shows that this challenge is met by teaching students to "think" and to locate information. Her study, conducted through units she designed integrating information access skills (IAS) into the curriculum, concluded that IAS "should be planned sequentially across the curriculum". (Estes, p. 7) She stated that integration of IAS into the curriculum is now recognized as the most effective method for teaching these skills. This integration is achieved through cooperative planning and teaching between the classroom teacher and the LMS.

In 1983, the report "A Nation At Risk" was brought to national attention. In this report, educators gained an awareness of the children's need to be able to manage information. For many years, library media specialists taught media skills to students in a closed setting--the library media center. These skills were isolated from other curricular areas; therefore, students had difficulty identifying the need for these skills and how these could be used in their studies. Roy Lundin stated . . . "the formal

teaching of 'library skills' in a vacuum to users is not a fruitful exercise". (Lundin, 1983, p. 8) Kulthau concurs citing Breivik (1985), information access skills "is the ability to effectively access and evaluate information for a given need". (Kulthau, 1987, p. 8) Thus, these information access skills are "connected to content and applied for a purpose". Kulthau's studies reveal that library media centers are excellent sites for integrating skills and resources with subjects across the curriculum, allowing students to "develop proficiency in inquiry". Research has shown that IAS must be broad and process oriented.

The focus must go beyond location skills and "correct answers" and move to strategies that will help students develop insight in structuring successful approaches to solving information needs. Kulthau also found that locating and interpreting information is naturally connected and cannot be artificially divided into separate areas. She did not stipulate in her study who should teach IAS--in other words, that cooperative planning between the LMS and the classroom teacher is necessary to integrate IAS into the curriculum. Her studies "show that an awareness of the information process provides students with realistic expectation which they bring to other searching [information processing] situations". (Kulthau, p. 9)

Howard developed units of study that would incorporate library skills into curriculum areas. She did not use IAS--the process of gathering,

organizing, analyzing, synthesizing, and creating information--as part of this process. She proposed that teaching skills should be a "cooperative effort" between the LMS and the classroom teacher. (Hubbard, 1989, p. 7)

It is imperative that the teaching of these IAS be combined with cooperative planning between the LMS and the classroom teacher. To accomplish this, cooperative planning must take place. Kulthau's research revealed that a broader view of IAS "provides students with the knowledge to conceptualize the system by which information is organized". She described the library media center as a "learning laboratory" where these skills become "ingrained habits through practice". Students need to be taught how to gather, organize, analyze, synthesize, and create information; and the ability to use these skills in their studies throughout the curriculum.

Research has been done in the areas of the integration of IAS into the curriculum, and teaching IAS as part of library instruction; but, no research has been done, to the author's knowledge, that incorporates the integration of IAS into the curriculum with cooperative planning between the LMS and the classroom teacher.

Statement of the Problem

The purpose of this study was to determine if cooperative planning between the LMS and the classroom teacher affects the integration of IAS

into the curriculum. Specifically, the following research questions were investigated:

1. What are teacher practices relating to cooperative planning with the LMS?

2. How did cooperative planning influence the teaching of IAS?

Significance of the Study

The purpose of this study was to determine how classroom teacher's attitudes toward cooperative planning with the LMS affect the teaching of IAS.

This study could reveal a co-relation between the frequency of planning between the teacher and the LMS and attitudes toward their working together to share teaching responsibilities of IAS.

This study could have a positive impact on teachers' attitudes toward the LMS as being a resource that could be used more effectively.

Assumptions

For the purpose of this study, it was assumed that teachers were familiar with cooperative planning and taught QCC objectives involving IAS.

Delimitations

This study was delimited to teachers in grades one through five in ten elementary schools in Cobb County, Georgia, and therefore, cannot be generalized to other situations.

Definition of Terms

The following terms were pertinent to this study:

Information access skills (IAS): the process of gathering, organizing, analyzing, synthesizing and creating information through the use of library media skills. (Jensen, p. 11)

Cooperative planning: planning between the classroom teacher and the library media specialist (LMS) for the purpose of instruction in information access skills.

Quality Core Curriculum (QCC): state mandated curriculum to be taught in grades kindergarten through grade twelve in the state of Georgia.

Library Media Skills: traditional skills such as card catalog, location of books and reference materials and media center procedures.

CHAPTER TWO

Review of the Literature

The review focused on the following issues: the integration of library media skills and information access skills; information access skills in the curriculum; and cooperative planning between the library media specialist and the classroom teacher.

Library Media Skills and Information Access Skills

Library literature indicates that for decades, library media specialists (LMS) have foreseen the need to teach library media skills. These skills were taught strictly by the LMS and were taught apart from curriculum needs. Some of these skills were: the use of the card catalog, encyclopedias and other reference sets, indexes, almanacs, atlases, and the location of types of print materials such as fiction and non-fiction. (Hubbard, 1987, p. 4) Students were not taught how these skills related to curriculum needs or that there would be a use for them outside the school library media center. This structured, formal/unrelated approach, sometimes referred to as the content approach, usually took the form of class "library lessons" which included card kits, activity sheets or specially made-up library assignments. Many skill building kits were commercially available and were widely used, but not needed. Lundin states that these kits "encourage the skills to be taught in a fancy, expensive vacuum . . . " (Lundin, 1983, p.

10). As Kulthau states, "Too frequently library assignments are empty exercises . . . " (1987, p. 14).

Lundin reveals that skills [IAS] are developed through experience and regular practice. Two methods for practicing IAS are the formal/related approaches. In the first approach, the LMS runs a series of media lessons parallel to what teachers are doing in their classrooms in an effort to make relevant skills development happen as closely as possible to when they are needed. The second type, called the question approach, usually involves activities during media periods, built around needs or questions that students have or are likely to ask. An example of this is: "How do I find a good book to read? How do I get materials on a certain topic?" Emphasis in this approach is on the learning of skills and processes that are transferable to other life situations. (Walker, 1988, p. 21) This is where the term information access skills replaces the old library media skills. Information access skills (IAS) allow students to use information to meet their needs. This need may be to satisfy curiosity, explore an unknown area or complete an assignment in the school environment. (Kulthau, 1987, p. 12) These skills allow the student to gather, organize, analyze, synthesize and create information. Information access skills are composed of the following subskills:

1. Gathering information.
    a. Observing: Using any of the senses to gather information; noticing qualities and quantities.
    b. Recalling: Remembering things, ideas and events.
2. Organizing information.
    a. Ordering: Arranging things or ideas according to an established scheme or identifying the scheme by which they have been ordered.
    b. Patterning: Arranging things or ideas according to an established repeated scheme or recognizing repeated schemes.
    c. Prioritizing: Ranking objects, persons, or events by importance or personal preference.
    d. Comparing/Contrasting: Examining the attributes of two or more

objects to discover resemblances and/or differences.

e. Categorizing/Classifying: Grouping ideas or objects according to given criteria (labels are provided).

f. Grouping/Labeling: Grouping is classifying or assembling objects because of a unifying relationship or critical attribute. Labeling is assigning a category name or phrase to a set of objects or ideas in which the label selected identifies one or more attributes shared by the members of the set.

3. Analyzing information.

a. Questioning: Formulating relevant questions to evaluate a situation or event; the process of inquiry.

b. Recognizing Part to Whole Relationships: Recognizing the

elements of a thing and how they combine to form a complete unit.

c. Discriminating Between Fact and Opinion: A fact is a statement that can be proven or verified. An opinion is a personal belief, judgment or appraisal regarding a particular matter.

d. Discriminating Between Relevant and Irrelevant Information: Relevant information is information which is useful in solving a problem or in answering a question. Irrelevant information is information which is not useful in solving a problem or in answering a question.

e. Discriminating Between Reliable and Unreliable: Reliable information is dependable and

consistent. Unreliable information is undependable and inconsistent.

f. Identifying Assumptions: An assumption is a fact or condition that is taken for granted. It can be a supposition that something is true without proof or evidence.

g. Identifying Points of View: The way one views the world based on a variety of physical, environmental, intellectual, and emotional factors.

h. Identifying Cause/Effect: A cause is a condition or event which makes something happen. An effect is a result or outcome created by a previous condition or event.

i. Understanding statements: Determining the meaning of

communication; finding the central idea.

4. Synthesizing Information.
   a. Generalizing: Formulating a rule explaining any number of related situations.
   b. Predicting: Formulating possible consequences of a particular event or series of experiences.
   c. Logical Thinking: The process of reasoning to reach a conclusion based upon assumptions or hypotheses (inductive) and/or presented information (deductive).
5. Creating Information.
   a. Demonstrating Fluency: Producing a variety of responses.
   b. Demonstrating Flexibility: Trying several approaches, applying concepts, ideas or rules to a

variety of situations. (Jensen, 1991, p. 12)

The Cobb County curriculum follows the QCC; but expands its objectives. The following concepts and skills are from the fourth grade social studies curriculum:

1. Organizes--information, categories, labels, outlines.
2. Uses--topical listings, print and non-print materials.
3. Evaluates print and non-print materials.
4. Identifies main ideas.
5. Understands relationships, sequences, cause and effect.
6. Distinguishes between--fact and opinion, relevant and irrelevant data.
7. Paraphrases.
8. Recognizes purpose.
9. Understands primary and secondary sources.
10. Interprets charts and graphs.
11. Arranges events in chronological order. (Cobb County Educators, 1987, pp. 12-15)

Similarly, in the Cobb County language arts curriculum, the Houghton Mifflin textbook reading series is explicit in the objectives which, again, incorporate information access skills. Under "Information Study Skills" for fourth graders, the objectives include:

1. Identifies parts of a book.
2. Uses an encyclopedia.
    a. Distinguishes between essential and non-essential information.
    b. Begins to establish criteria for determining relevance of material.
3. Follows directions.
    a. Reads a street map.
    b. Reads diagrams.
    c. Demonstrating originality: Generating novel, non-traditional, or unexpected responses.
    d. Elaborating: Expanding on a concept or idea.

Kulthau reveals that instruction which guides students through the levels of information needed to solve a problem or to shape a topic enables them to use information for learning. (Kulthau, p. 15) By cultivating information access skills, the student is then able "to develop a realistic perception of the information system and will be able to use information in actual situations and transfer library skills to other systems". (Kulthau, 1987)

Integrating IAS Into The Curriculum

"It is our responsibility as a society to not only manage information, but also to use it creatively." (Barron, 1992, p. 524) Curriculum relates to the specifics of what students do; how students, teachers and content interact. Curriculum defines what is taught, in what order, with what methods and materials, and how it is to be evaluated. (Eisenberg, 1984, p. 411) The report of the Study Group on the Conditions of Excellence in American Education stated,

> "There is now a good deal of research evidence to suggest that the more time and effort students invest in the learning process, the greater will be their growth and achievement, their satisfaction with their educational experiences and the more likely they are to continue their learning." (Aaron, 1987, p. 177)

In order for students to develop this "learning process", information access skills must be taught so that they can be disseminated across the curriculum.

In the state of Georgia, there are curriculums within curriculums; specifically, that the state curriculum is broad and a base or core for the county or local curriculums. Quality Core Curriculum (1990) mandates that "children of our state receive an adequate education" thus stating the minimum of instruction or "base" on which counties build their curriculums. State superintendent Dr. Werner Rogers states in this document, Meeting the Challenges of the Nineties, that "the QCC is not only a description of content; it provides perspective on a variety of ways of understanding the content. . . . Students are required to demonstrate that they can integrate and apply certain skills and knowledge covering a broad range of content". (Bush, 1990, p. 4)

Glasser reports that the only useful way to test students' knowledge of facts, formulas, and other information is to ask not what the information is, but where, when, why, and how it is of use in the real world. "How can you use this information in your life, now or in the future?" He states that "students be able to demonstrate how what they have learned can be used in their lives now or later". For students to incorporate information effectively, they must be shown how IAS are used not only within each subject, but

across the curriculum as well. Learning this transfer of skills early, it should become second nature to use IAS in their lives later. (Glasser, p. 693)

In the QCC, objectives are listed that incorporate gathering, organizing, analyzing, synthesizing and creating information (IAS) throughout the fourth grade curriculum. The ones listed below are taken from the language arts curriculum of "Written Communication-Reading":

1. Recognizes explicit main ideas, details, sequence of events and cause-effect relationships.
2. Recognizes implicit main idea, details, sequence of events and cause-effect relationships.
3. Makes predictions and comparisons.
4. Makes generalizations and draws conclusions.
5. Distinguishes between fact and opinion.
6. Recognizes relevance of data.
7. Interprets written instructions.
8. Classifies and categorizes words.
9. Interprets syntactic and semantic relationships.
10. Reads from a wide variety of literature.

The objectives listed below are from the QCC language arts curriculum--"Reference and Study Skills".

1. Uses an index to locate specific topics in books and encyclopedias.
2. Uses alphabetical order to locate an entry in the on-line or card catalog.
3. Uses call number to locate materials in the media center.
4. Begins to use systematic research process; selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note taking, organizing and presenting.
5. Distinguishes essential and nonessential information on a topic.
6. Begins to establish criteria for determining relevance of material.
7. Uses study techniques.
8. Develops an outline from a short selection.

In other areas of the curriculum such as health and safety, mathematics, general science, and social studies, information access skills are necessary to

complete the objectives. In all areas, words such as "identifies, evaluates, compares, explains, determines, and makes" are part of the objectives directly relating to the information access skills process.

If there were no other curriculum but the QCC, one might infer that reference skills were to be taught by themselves--isolated from other curricular areas. However, with the incorporation of county curriculums and the "National Goals for Education", it stands that reference skills must be integrated as information access skills. As stated in the "National Goals for Education", it stands that refcrence skills must be integrated as information access skills. As stated in the "National Goals for Education", one objective pertaining to student achievement states that "the percentage of students who demonstrate the ability to reason [analyze information], apply knowledge [analyze, synthesize, create information], and write and communicate effectively [gather, create information] will increase substantially." (Bush, 1990, p. 7)

Cooperative Planning

Cooperative planning is the collaboration between the library media specialist and the classroom teacher. In New York state, a plan called the Regents Action Plan mandates that learning outcomes of IAS be taught by the LMS and the classroom teacher, cooperatively "to ensure coordination of IAS with classroom instruction".

Montgomery sites Johnson who said, "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it". His statement incorporates the purposes of the school and the library media center. The school deals with the teaching and learning of information, while the library media center deals with ways to access that information and make use of it. The mission of the library media program is to insure that students and staff are effective users of ideas and information. (Barron, 1992, p. 529)

Cooperative program planning is a strategy for developing and implementing information skills through resource-based learning. This approach combines the classroom teacher's subject expertise with the LMS's specialized knowledge of the availability and use of learning materials.

Haycock has shown in his research that "minimal gains" can be achieved through instruction by the classroom teacher or the LMS alone. Effective instruction depends on the cooperative effort of both; "scheduled library skills classes taught completely by the LMS are not as effective as integrated, cooperatively planned and taught programs". (Haycock, 1989, p. 5)

To fully integrate IAS with cooperative planning, the library media specialist and the classroom teacher must combine an instructional program that integrates subject area objectives with IAS objectives. The LMS and the classroom teacher must also consider prerequisite skills, instructional strategies and materials, and evaluation and assessment of the methods used. (Seaver, 1991, p. 1) To make this work, both the LMS and the classroom teacher must relinquish control and share their expertise. This behavior requires mutual respect, a solid sense of self-esteem, and knowledge over the specific subject matter being taught. (Barron, 1992, p. 530)

Beasley has revealed in her research that the key to successful cooperative planning lies with the media specialist. The LMS should begin with one or two teachers who are receptive to new ideas. The LMS should meet with them in their classrooms:

1. To make the teachers feel more comfortable on their own ground.
2. To offer services available in the library media center.
3. To make suggestions of possible ways information access skills could be incorporated into their instructional units.

4. To show that the LMS is genuinely interested in classroom activities and not on a "spy mission".
5. To plan a future meeting in the library media center so that materials may be examined and discussed. (Beasley, 1983, p. 3)

The LMS must then return to the media center to locate, examine and organize materials in preparation for a follow-up meeting. (Cleaver, 1983, p. 29) During the next meeting, the LMS and the teacher must determine what IAS need to be taught, based on state curriculum guidelines (QCC), along with county or local curriculum guidelines. Both the teacher and the LMS must agree upon the best format or techniques for presenting the skills to the class. These formats may include print materials, hands-on materials or audiovisual materials (all forms of technology). After deciding on the format, the LMS and the teacher should decide on some type of evaluation. This could be an evaluation of strictly student accomplishment in the session, or an evaluation between the LMS and the teacher to determine the effectiveness of the techniques that were used.

Both the LMS and the classroom teacher must remember that the first implementation of planning may not be as successful as both anticipated. According to Beasley, the key to positive cooperative planning is persistence. It may take more than one session before the LMS and the teacher are

completely satisfied with the outcome of the planning. They may agree to try several approaches, deciding on the one that was most effective. (Beasley, 1983, p. 4)

After successful cooperative planning with some of the teachers, others should become interested in planning with the LMS. Word normally spreads in department or grade level meetings, or informally in the hallways or lounge. Before long, these teachers will determine that responsibility for the knowledge of curriculum content and IAS can be shared; and that this knowledge can be expanded to benefit the needs of the students. (Seaver, 1991, p. 13)

Summary

"The library with its multitude of resources from other sources is a laboratory for teaching and learning." (Eisenberg, 1986, p. 28) Library skills are no longer taught entirely by the LMS as an isolated subject, but are incorporated into information access skills--the process of gathering, organizing, analyzing, synthesizing and creating information. The implementation of these skills must meet students' needs and unite in a cooperative systematic manner. It is the mutual responsibility of the teacher and the LMS to integrate information access skills with subject area objectives mandated by the state and local curriculums. Hubbard states that the LMS "working cooperatively with teachers, can recommend resources to

be used in instruction, as well as identify appropriate points to infuse specific information skills". The integration of information access skills into the curriculum can only be successfully accomplished through cooperative planning between the classroom teacher and the LMS. Hubbard reveals that the information age (1990's) "requires a combination of skills and abilities". Teachers and library media specialists are joining forces to help students master IAS across the curriculum, "thus enabling them [the students] to be competent information users in the future". Helping students master IAS means assisting them in weighing alternatives, interpreting inferences, and seeking further information which will help them cope with a continuously increasing wealth of information. (Hubbard, 1987, p. 4)

CHAPTER THREE

Methodology and Procedure

This was a descriptive study involving a questionnaire survey methodology. The purpose of the study was to determine if teachers' classroom practices relate to cooperative planning with the library media specialist and the teaching of information access skills.

Population

The Cobb County School System, in Cobb County, Georgia, serves more than 35,000 students in fifty-four elementary schools. The schools serve a diverse socio-economic population, representing many cultures and ethnic backgrounds.

For the purpose of this study, ten elementary schools were randomly selected. All teachers in grades one through five were surveyed.

Instrumentation

A survey of sixteen questions (appendix B) was designed by the author to determine if teachers' classroom practices relate to cooperative planning with the LMS. Teachers were asked how the LMS influenced their teaching of IAS and what media skills help them teach IAS. Questions four through seven dealt with cooperative planning between the classroom teacher and the LMS. These included frequency of planning, how planning was conducted and where the planning took place. Questions eight through eleven involved

students' use of the library media center in relation to cooperative planning between the LMS and the classroom teacher. Questions twelve and thirteen dealt with LMS services and classroom visits. Question fourteen asked if cooperative planning should be required. The last two questions concerned demographics. A section for open-ended comments concluded the questionnaire.

A panel of five media specialists in a class evaluated the questionnaire and changes were made on the basis of their suggestions concerning statement content and phrasing. The questionnaire was sent to teachers in grades one through five in two elementary schools in Cobb County for field testing. A copy was also sent to Mrs. Mary Lu Armstrong, Director of Media Services in Cobb County Schools, for her evaluation.

Data Collection

The questionnaires were sent to the respective teachers of grades one through five on January 5, 1993, using the systemwide courier. Each questionnaire was coded with a series of numbers and letters to represent each school and each teacher in the school being surveyed. A letter, also found in the appendices, was prepared to accompany the questionnaire. It provided information regarding the purpose of the questionnaire and solicited the cooperation of the respondents. The letter stipulated time deadline for

returning the survey and this date was repeated on the questionnaire itself. A reminder was sent to those who did not respond by January 14, 1993.

Data Analysis

Data from teacher surveys were tabulated and reported by grade levels. Nonresponses were accorded a value of 0. When questions stipulated only one answer, the result was tabulated in numerical form. A tabular chart by grade levels revealed answers pertaining to curriculum areas where IAS are taught (Question 2 of survey). Another tabular chart compared grade levels taught by years of experience and cooperative planning between the LMS and the classroom teacher (Question 3 of survey). Surveys with demographics omitted by the respondents were considered invalid.

CHAPTER FOUR

Results

The purpose of this study was to determine if teachers' classroom practices related to cooperative planning with the LMS affect the teaching of IAS. In order to determine this, answers were sought to two questions. The first question dealt with teacher practices related to cooperative planning and the second question dealt with cooperative planning and teaching IAS.

Ten elementary schools in the Cobb County School System, Cobb County, Georgia, were randomly selected. Of the 183 classroom teachers in grades one through five who were sent questionnaires, 131 responded; for a return rate of 72%.

TABLE 1

Teacher Responses to Survey Questionnaire

Grade Level	Frequency N = 131	Percent
1	27	20.6
2	21	16
3	31	23.7
4	31	23.7
5	21	16

Of the 131 responses, third and fourth grade teachers returned the highest percentage of questionnaires, with the lowest percentage of returns coming from second and fifth grade teachers.

Research Question 1

What are teacher practices related to cooperative planning with the LMS? Survey questions 4,6,7,11,12,13,14 related to research question 2.

Teachers were asked how often they planned with their LMS. Forty-nine, or 37.4% said they planned with the LMS once a month, but 34.4% chose another time period not listed on the questionnaire. Of the 34.4% who chose other, the majority of the teachers said they planned with the LMS before beginning a new unit of study, or approximately once every six weeks. A few respondents in the "other" category stated that they did not plan with the LMS at all.

Table 2 shows the number of teachers who plan with the LMS weekly, bi-weekly and monthly.

TABLE 2

How often teachers plan with the LMS

Periods of Time	Frequency N = 131	Percent
Once a week	19	14.5
Bi-weekly	18	13.7
Monthly	49	37.4
Other	45	34.4

During their planning sessions with the LMS, teachers were asked to check all statements they felt were important during that session. Of the respondents, 112, or 85.5% stated that the discussion of useful materials was the most important. The determination of objectives was the second highest choice with 92 respondents, or 70.2%. The evaluation of the lesson during a planning session with the LMS was least important, with 28, or 21.4% responding to that area. Table 3 lists their choices.

TABLE 3

Topics of Importance During a Planning Session

Topic	Frequency N = 131	Percent
Discuss useful materials	112	85.5
Examine or preview materials	87	66.4
Determine objectives	92	70.2
Determine evaluation of the lesson	28	21.4
Determine evaluation of the students	36	27.5
Other	3	2.3

Teachers were asked about the physical location of the planning session. None of the 131 teachers chose to meet with the LMS in the classroom, while 70 respondents, or 53.4% said that it made no difference to them

where the planning session took place. Fifty-four respondents preferred to meet in the media center, stating that they wanted to examine materials during the session.

Teachers were asked to select how they interacted with the LMS when their students were in the media center. Eighty-one, or 61.8% said that they worked with the LMS when their students were in the media center; 43, or 32.8% stated that the LMS took charge of the group; 10 of the 131 teachers, or 7.6% stated that the LMS helped the teacher; and only 5, or 3.8% stated that the teacher conducted the group alone.

In Table 4, teachers were asked about the LMS's communication with the teachers. They were asked to select all that apply.

TABLE 4

LMS Communication with Teachers

Choices of statements	Frequency N = 131	Percent
The LMS makes media center services known	101	77.1
The LMS makes suggestions to incorporate IAS into instructional units	61	46.6
The LMS is open to teacher suggestions	90	68.7

The majority of teachers, 101 of 131, or 77.1% stated that the LMS makes known the media center services available to them; and 68.7% reported the LMS was open to their suggestions.

When asked to check one reason why the LMS visited their rooms, 78, or 59.5% said it was to provide resources for the class to use in a research project or for the teacher to use in a unit of study. Thirty-four respondents, 26%, checked the area pertaining to "other". Many of those reasons were so that the LMS may: (1) deliver overdue notices to students, (2) read a poem/story planned cooperatively by the teacher and the LMS, (3) collect overdue materials from the teacher.

Table 5 shows teachers' choices pertaining to the LMS's class visits.

TABLE 5

Reasons the LMS Visits the Classroom

Choices	Frequency N = 131	Percent
To evaluate teacher activities	1	.8
Offer services	50	38.2
Provide resources	78	59.5
Other	34	26

Teachers were asked if they should be required to plan with the LMS. Seventy-seven, or 58.8% stated cooperative planning should not be required. Fifty-four, or 41.2% of the classroom teachers stated cooperative planning with the LMS should be required.

TABLE 6

Planning Requirements

Choices	Frequency N = 131	Percent
Planning should be required	54	41.2
Planning should not be required	77	58.8

Research Question 2

How did cooperative planning influence the teaching of IAS? Survey questions 1,2,3,5,8,9,10 related to research question 2.

Ninety-two teachers, or 70.2% stated that the LMS influenced their teaching of IAS; while 39, or 29.8% stated that the LMS did not influence their teaching of IAS. Those who responded positively were asked how the LMS influenced their teaching of IAS.

Table 7 reveals that the LMS influenced the teaching of IAS by providing resources; 79, or 60.3%, checked this choice. Only 30, or 22.9%,

teachers stated that the LMS influenced their teaching of IAS by actually teaching with the teacher.

TABLE 7

How Does the LMS Influence Your Teaching of IAS?

Choices	Frequency N = 131	Percent
Planning with me	43	32.8
Teaching with me	30	22.9
Providing resources	79	60.3
Other	3	2.3

Teachers were asked what media skills seemed to help them teach IAS. Ninety, or 68.7%, of the teachers stated that the LMS's introduction of information sources helped them teach IAS; while 72, or 55%, stated that the LMS's demonstration of indexes and the reference source uses influenced their teaching of IAS.

When asked how planning with the LMS was done, 83, or 63.4%, stated that they planned with the LMS face to face. Table 8 reveals that 22 respondents said they planned with their team and the LMS simultaneously.

TABLE 8

Planning with the LMS is Done Primarily:

Choices	Frequency N = 131	Percent
Face to face	83	63.4
With my team	22	16.8
In writing	38	29
Other	6	4.5

Teachers who checked "other" in table 8 stated that they planned informally with the LMS while in the hallway, lounge, or at lunch.

When asked about the student group sizes when attending the library media center, 114 respondents, or 87% stated that students attend as a class; 3 respondents, or 23% stated that students attend in groups of 6-10.

Table 9 shows that 53, or 40.5%, teachers prefer their students conduct research for special projects in both the media center and in the classroom. Student conducted research in the media center was the second choice, 35.1%; with reference materials in the classroom being the third choice with a response of 14.5%.

TABLE 9

When Students Have a Research Project:

Choices	Frequency N = 131	Percent
The teacher or LMS brings reference materials to the classroom	19	14.5
Students work in media center	46	35.1
A combination of the first two choices	53	40.5
Other	13	9.9

When asked who is responsible for teaching library media skills, 82, or 62.6%, stated that the LMS and the teacher share the responsibility. Teachers did not feel that they were responsible for teaching library media skills; while 22.9% stated that the responsibility was solely that of the LMS, with 30, or 22.9%, of the teachers checking that choice.

As the teachers felt it was the responsibility of both themselves and the LMS in teaching library media skills, approximately the same number stated that when students come to the media center, the teacher and the LMS work together. Table 10 shows that 81, or 61.8%, of the teachers prefer this arrangement. Only 5 respondents, or 3.8%, stated that the teacher conducts the group alone.

TABLE 10

When Students are in the Media Center:

Choices	Frequency N = 131	Percent
Teacher and LMS work together	81	61.8
LMS takes charge of the group	43	32.8
LMS helps the teacher	10	7.8
Teacher conducts the group alone	5	3.8

Demographics

Teachers were surveyed in grades one through five. Forty-one, or 31.3%, of all respondents had 1-5 years teaching experience; with the next highest response being those who had taught 16 years or more. Therefore, there was no relation between the years of teaching and grade level response.

TABLE 11

Total Number of Teaching Years

Years	Frequency N = 131	Percent
1-5	41	31.3
6-10	29	22.2
11-15	26	19.8
16+	35	26.7

CHAPTER FIVE

Discussion and Conclusions

Findings

In regard to the questions this study was investigating it can generally be said that classroom teachers' practices in regard to cooperative planning with the library media specialist (LMS) were predominantly as follows:

1. teachers planned cooperatively with the LMS on 4 to 6 week intervals.
2. teachers were indifferent about the physical location for cooperative planning.
3. teachers were most concerned about discussing and examining materials and determining objectives while planning cooperatively.
4. teachers were made aware of media services during cooperative planning; and the LMS was receptive to teacher suggestions.
5. teachers were provided with resources when the LMS visited the classroom.
6. teachers believed cooperative planning should not be required, but contended voluntary planning was necessary.

In regard to the question this study was investigating it can generally be said that cooperative planning influences the teaching of IAS as follows:

1. the LMS influenced teachers' instruction of IAS by providing resources.
2. teachers planned face to face with the LMS.
3. teachers preferred students work in the library media center when a research project was assigned.
4. teachers worked with the LMS when students came to the media center.

Discussion

The literature review revealed that IAS were developed through experience and regular practice. Emphasis is on the learning of skills and processes that are transferable to other situations that students find are necessary to meet their needs. The LMS has, historically, been the person to start the teaching process of these skills. Therefore, it was necessary to determine if the LMS influenced the teaching of IAS in the classroom.

In Kulthau's (1987) research, she found that development of IAS will enable students to obtain realistic perceptions of the information system and they will be able to use information in actual situations. Integrating IAS into the curriculum ties together the need for IAS and logistics of using them. In order to bring this about, cooperative planning is necessary.

Haycock's (1989) research has shown that students learn fewer IAS when instructed by either the LMS or the classroom teacher. When the

cooperative effort is made, students benefit more. This study revealed that the LMS influences the teaching of IAS by providing resources and planning with the classroom teacher. Teachers shared the responsibility of teaching IAS with the LMS. Most teachers stated they plan face to face with the LMS and the LMS made known the services and resources available during these sessions. More student research was conducted in the library media center than in the classroom. Teachers stated they worked jointly with the LMS at this time. Haycock (1989) found it important that the LMS go to the classroom in order for the teacher to feel more comfortable. According to this study, the main reason the LMS came to the classroom was to provide resources and to offer services. As revealed in this study, the LMS is open to teacher suggestions during cooperative planning.

Barron (1992) stated the school deals with the teaching and learning of information, while the library media center deals with ways to access that information and make it work. The mission of the library media program is to insure that students and staff are effective users of ideas and information. This study revealed complete classes of students are instructed in the media center. Materials are provided in the classroom as well as in the media center for research projects. Therefore, students have access to library media materials at all times.

According to Seaver (1991), to fully integrate IAS with cooperative planning the LMS and the classroom teacher must combine an instructional program that integrates subject area objectives with IAS objectives. Classroom teachers revealed in this study that the LMS's introduction of information sources best help them teach IAS. Both the classroom teacher and the LMS shared responsibility for teaching these skills. Seaver also stated that the LMS and the classroom teacher must consider instructional materials and the evaluation and assessment of the methods used. During cooperative planning, classroom teachers listed the following in order of importance: (1) discussion of useful materials (2) examination of materials (3) determining objectives. Teachers stated that cooperative planning was beneficial, but required planning was unnecessary.

Teachers planned with the LMS between units of study, ranging from four to six weeks. Teachers in the study were not asked how much time was spent in the planning sessions. Teachers were concerned that there was not enough time on their schedules or the LMS's schedule for effective cooperative planning. A future study could determine how much time is needed to effectively plan.

Teachers who never cooperatively planned commented they had little communication with the LMS. Further studies could determine more

effective means of communication between the LMS and the classroom teachers.

Applications

Teachers are interested in services available through the library media center; specifically, services the LMS can provide. It is the responsibility of the LMS to make services known. Teachers are concerned about the availability of materials and how they can incorporate these materials with IAS and units of study. During the planning sessions, classroom teachers are a good source for suggesting the purchase of new materials and updating old procedures.

It is important that the LMS discuss useful materials with the classroom teacher and make media services known. If the classroom teacher cooperatively plans and shares the responsibility of teaching IAS with the LMS, then students will ultimately benefit.

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Appendices

Appendix A

Cover Letter

Dear

I am conducting a study to determine whether co-operative planning between the classroom teacher and the library media specialist affects students' acquisition of information access skills, and if these skills are integrated into the curriculum.

In order to gather the data I need to complete this study, I have designed the enclosed questionnaire. The number in the upper right hand corner is for my record keeping. All responses will be confidential. Please return the enclosed questionnaire through school mail by January 20, 1993. Thank you.

This study is part of the requirements for a Specialist degree in Library Media Technology at Georgia State University. A summary of the results will be available in the spring.

Thank you for participating in this study.

Sincerely,

Marilyn T. Lowe
Media Specialist
Milford Elementary School

Enclosure

Appendix B

Questionnaire

TEACHER QUESTIONNAIRE

Please place a √ in front of the appropriate answer. Fill in blanks as indicated.

LMS--library media specialist.

IAS--the process of gathering, organizing, analyzing, synthesizing and creating information through the use of library media skills.

1. Does your LMS influence your teaching of IAS?

   _____ Yes _____ No If no, skip to number 3.

2. How does the LMS influence your teaching of IAS?

   _____ planning with me
   _____ teaching with me
   _____ providing resources
   _____ other _____
   (please explain)

3. What library media skills seem to help you teach IAS?

   _____ introduce information sources
   _____ demonstrate use of indexes and other reference sources
   _____ other _____
   (please explain)

4. How often do you plan with your library media specialist?

   _____ once a week
   _____ bi-weekly
   _____ monthly
   _____ other _____
   (please list)

5. My planning with the media specialist is done primarily:

   _____ face to face
   _____ with my team
   _____ in writing
   _____ other _____
   (please explain)

6. During planning, it is important to: (check all that apply)

_____ discuss useful materials
_____ examine and/or preview materials
_____ determine objectives
_____ determine evaluation of the lesson
_____ determine evaluation of the students
_____ other _____
(please explain)

7. I prefer to plan with the LMS

_____ in the classroom
_____ in the media center
_____ makes no difference
_____ other _____
(please explain)

8. When students go to the media center for instruction, they usually go:

_____ as a class
_____ in small groups (1-5)
_____ in large groups (6-10)

9. When students have a research project:

_____ the teacher or LMS brings reference materials to the classroom
_____ students work in the media center
_____ a combination of the first two choices
_____ other _____
(please explain)

10. Who is responsible for teaching library media skills?

_____ teacher
_____ LMS
_____ both

11. When students are in the media center:

_____ the teacher and library media specialist work together
_____ the library media specialist takes charge of the group
_____ the library media specialist helps the teacher
_____ the teacher conducts the group alone

12. The LMS: (mark all that apply)

_____ makes known the services available in the library media center
_____ makes suggestions to incorporate IAS into instructional units
_____ is open to suggestions given by the classroom teacher
_____ other _____
(please explain)

13. The LMS visits my room to:

_____ evaluate what I'm doing
_____ offer services
_____ provide resources
_____ other _____
(please explain)

14. Do you feel you should be required to plan with the LMS?

_____ Yes _____ No

15. What grade do you teach?

_____ first _____ fourth
_____ second _____ fifth
_____ third

16. The total number of teaching years:

_____ 1-5 years
_____ 6-10 years
_____ 11-15 years
_____ 16+ years

COMMENTS: _____

_____

_____